# 1998

# ELEMENTARY

# MATHEMATICS

# SCORING  GUIDE

# SESSION  1

1.   Students should **not** be penalized for omitting the following:

- degree symbols
- dollar signs (**$**) or cent signs (**¢**)
- zeros for place holders; for example, either 0.75 or .750 could be used
- labels for word problems; for example, "miles"

2.   Students should **not** be penalized for:

- spelling or grammar errors
- using abbreviations; for example, ft or feet could be used
- adding extra answer(s) as long as the answer(s) are correct and indicated as answer(s); however, if the extra answer(s) are incorrect, one point will be deducted

3.   Students should be given credit for:

- answers not written on answer line; for example, answer could be given in work space or in explanation

4.   Graphs

- The order in which the data in bar and circle graphs are graphed is NOT important.
- Line graphs are acceptable with or without lines connecting the points.
- Any width of a bar in a bar graph is acceptable.
- Students should be given full credit for graphing extra data point(s) as long as the point(s) are reasonable.
- Students should **not** be penalized for compressing the interval between 0 and the first increment as long as the other intervals are consistent.
- Bar graphs can be horizontal or vertical; however, bars must originate at the axis representing the independent variable. (See attached.)
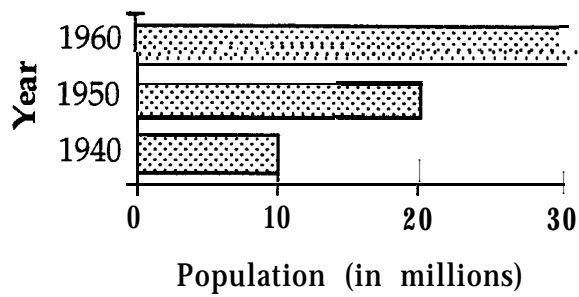
Condition Codes:

A.   No response/refusal
B.   Insufficient work to score
C.   Off task
D.   Illegible
E.   Predominantly in another language
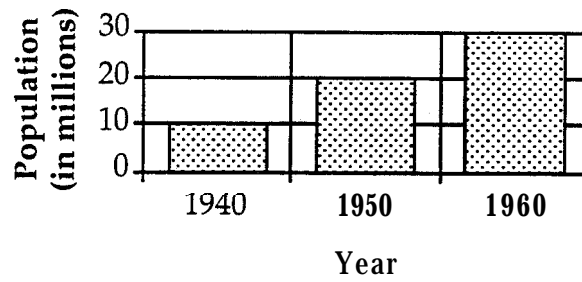
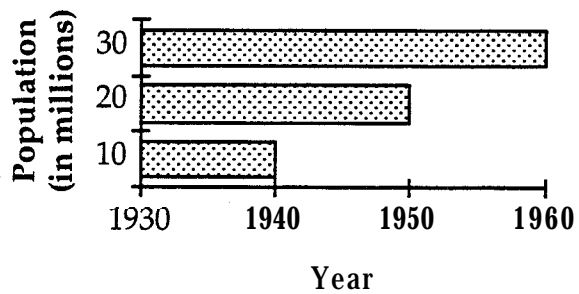## CORRECT



## CORRECT



## INCORRECT

**Session:** 1

**Item:** 1

**Page:** 2

**Content Standard(s):** 4 Patterns and Relationships

**Process Standard(s): 1.6**

**Exemplary Response:**



**Score Points:**

**2** points        Exemplary Response

1 point        The first two beads in correct order

0 points        Other

**Scoring Comments:**

Three beads in correct order with extra incorrectly placed beads receives 1 point.

31

**Session:**       1

**Item:**       2

**Page:**       3

**Content Standard(s):**   1 Number Sense

**Process Standard(s): 1.5**

**Exemplary Response:**

- $22 + 117 + 146$

    OR

    A written explanation of processes (ex: "Travel from St. Louis to Independence, and then add up the miles.")

AND

- 285 (miles)

**Score Points:**

| | |
|---|---|
| **2** points | Exemplary Response |
| 1 point | One component |
| | OR |
| | Correct process with only one minor transcription error |
| 0 points | Other |

**Scoring Comments:**

Addition sign is not necessary for credit if answer is correct.

32

**Session**:              1
**Item**:                 **3**
**Page**:                 **4**
**Content Standard(s)**:  4  Patterns  and  Relationships
**Process Standard(s)**:  **1.6**

## Exemplary Response:

- small  or  little  or  short

    O R

    Other  valid  response

## Score Points:

1 point              Exemplary  Response

0  points            Other

## Scoring Comments:

Credit  is  given  for  responses  such  as  "one  inch,"  "2  to  $2\frac{1}{2}$  (cm) "  or  an  accurate  drawing  of  the  missing  arrowhead.

33

**Session:** 1

**Item:** 4

**Page:** 5

**Content Standard(s):** 6 Discrete Mathematics

**Process Standard(s): 1.5**

### Exemplary Response:

- Any TWO of the following or all three:

  Missouri
  Kansas
  Colorado

### Score Points:

**2** points      Exemplary Response (two components)

1 point          One  component

0 points         Other

34

**Session**:            1

Item:              5

Page:             6

**Content** Standard(s):    3 Data Analysis, Probability, and Statistics

Process Standard(s):    1.5


Exemplary Response:

- June or 1,290


Score Points:

1 point             Exemplary Response

0 points            Other

35

**Session:**          1
**Item:**          **6**
**Page:**          7
**Content Standard(s):**  3 Data Analysis, Probability, and Statistics
**Process Standard(s): 1.6**


## Exemplary Response:

- 1264
  <u>–875</u>

AND

- 389 (people)


## Score Points:

**2** points          Exemplary Response

1 point          One component

                 O R

                 Correct solution for a subtraction problem using the correct months with a transcription error

0 points          Other


## Scoring Comments:

Minus sign must be included for l-point credit if only number equation is present with no solution.

**Session:**   1
**Item:**   **7**
**Page:**   **8**
**Content Standard(s):**   5 Mathematical Systems and Number Theory
**Process Standard(s): 2.1**

**Exemplary Response:**

- Drawing to show $\frac{3}{4}$

AND

- Explanation equivalent to the following:

  It means 3 out of 4. (Like when you have pizza and it's cut into 4 parts, and 3 of the pieces are gone.)

  OR

  Other valid explanation

**Score Points:**

**2** points          Exemplary Response

1 point          One component

0 points          Other

**Scoring Comments:**

Credit will be given for explanation such as "if it had another quarter it would be $\frac{4}{4}$" or "$\frac{3}{4}$ is shaded in drawing."

If student gives an explanation only, without a drawing, then the explanation must indicate equal parts.

If a fairly accurate drawing is given, it is assumed that the parts are equal.

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**Session::**      1

**Item:**      **8**

**Page:**      9

**Content Standard(s):**   4 Patterns and Relationships

**Process Standard(s): 1.6**

**Exemplary Response:**

- 3330

AND

- 2220

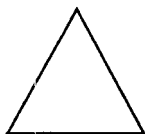Note: Numbers must be in the order shown.

**Score Points:**

1 point        Exemplary Response

0 points       Other

38

**Session:**   1
**Item:**   9
**Page:**   **10**
**Content Standard(s):**  2 Geometric/Spatial Sense and Measurement
**Process Standard(s): 1.10**

**Exemplary Response:**

*


AND

• Any ONE of the following:
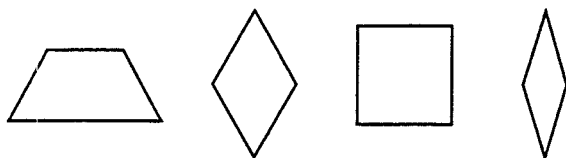


**Score Points:**

2 points        Exemplary Response

1 point         One component

0 points        Other

**Scoring Comments:**

Shapes can be drawn correctly or traced.
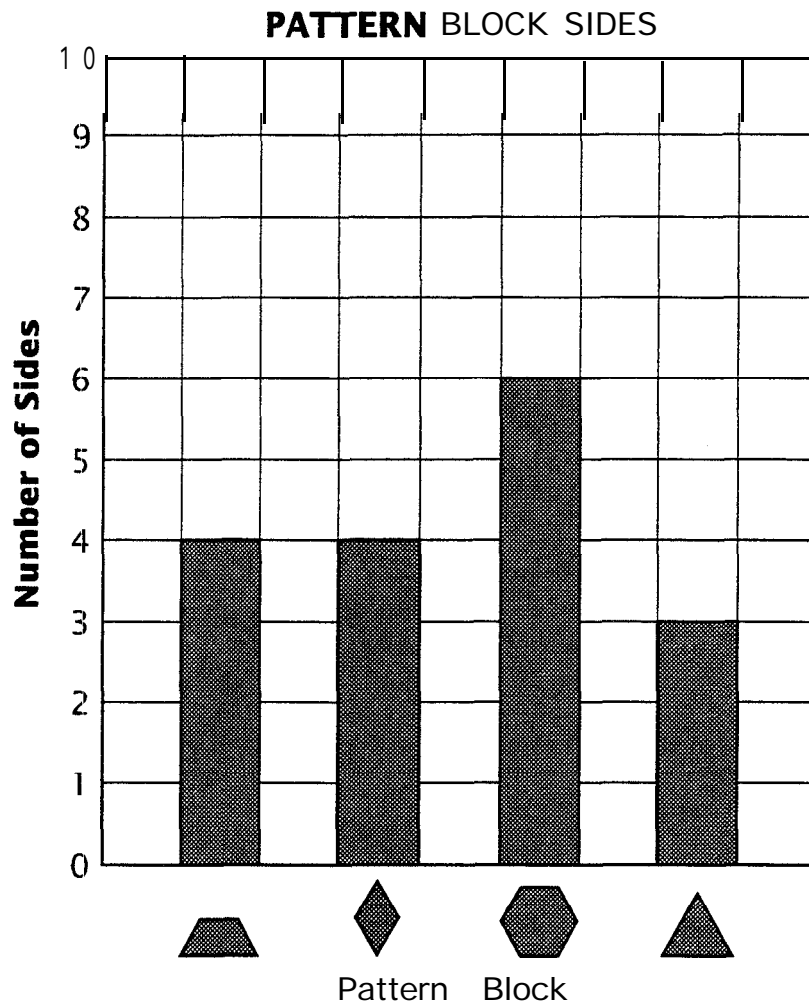
Session:              1
Item:                 **10**
Page:                 11
Content Standard(s):  3 Data Analysis, Probability, and Statistics
Process Standard(s): **1.8**


**Exemplary** Response:

• 



**PATTERN** BLOCK SIDES

Score **Points**:

**3** points          Exemplary Response (four components)

**2** points          Two or three components

1 point              One   component

0 points             Other

· 40

**Session:**          1

**Item:**          10

**Page:**          11

**Content Standard(s):**   3 Data Analysis, Probability, and Statistics

**Process Standard(s):**   1.8

**Scoring Comments:**

Vertical   lines   acceptable.

No credit is given for dot, line, or shape drawn at the right level.

41

Session:                1

Item:                   11

Page:                   12

Content Standard(s):    **4** Patterns and Relationships

Process Standard(s):    1.6

**Exemplary Response:**

•

| Input | output |
|-------|--------|
| **4** | 1 |
| **7** | **4** |
| 10 | **7** |
| **13** | 10 |
| **16** | **13** |
| 19 | 16 |

AND

• Rule equivalent to the following:

Subtract 3

OR

Other valid rule

**Score Points:**

**2** points          Exemplary Response

1 point             One component

0 points            Other

**Session:**              1

**Item:**                11

**Page:**                **12**

**Content Standard(s):**  4 Patterns and Relationships
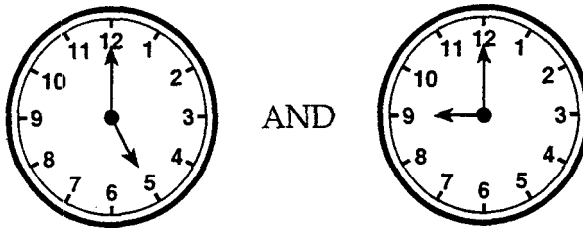
**Process Standard(s): 1.6**


**Scoring Comments:**

Full credit given for "skip counting" or "counting by 3's" or "add 3" with correct pattern shown.

**Session:**              1
**Item:**                 **12**
**Page:**                 13
**Content Standard(s):**  4 Patterns and Relationships
**Process Standard(s): 1.6**

**Exemplary Response:**

● 

**Score Points:**

**2** points           Exemplary Response (two components)

1 point            One component

0 points           Other

**Scoring Comments:**

Length of hands on clock faces not important in scoring this item.

Another possible pattern is 4 o'clock and 11 o'clock, but student must include both for 2 points. Neither 4 o'clock nor 11 o'clock by itself is acceptable for any credit.

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